DOCUMENT RESUME

ED 117 101 95 SP 009 802

TITLE	[Rural Teacher Training Program.]
INSTITUTION	Brigham Young Univ., Provo, Utah.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	75
NOTE	7p.
EDRS PRICE	MF-$0.76 HC-$1.58 Plus Postage
DESCRIPTORS	*Field Experience Programs; Higher Education; *Performance Based Teacher Education; *Rural Education; *Rural Schools; *Teacher Education
IDENTIFIERS	*Distinguished Achievement Awards Entry

ABSTRACT

Brigham Young University is engaged in a program to recruit and train teachers to function successfully in rural school settings. An education consortium composed of educators representative of county school districts, the university, the regional service center, and the Utah State Educational Agency was formed to initiate and operate a teacher training program for rural schools. A field based competencies centered approach to training was adopted with training manuals developed to aid the trainees participating in the program. Two rural training centers are in operation. Student teachers may complete the majority of their professional coursework on-site as they spend 8-16 weeks in the selected rural area. Each training location has a program center where trainees may achieve rural performance based objectives, attend seminars, and gather for social occasions. Cooperating teachers are trained by the university. A center director is responsible for housing trainees, scheduling of seminars, and supervision and evaluation of training objectives completed by students. University supervisors visit trainees on a scheduled basis. The majority of students who have completed the program are now teaching in rural settings. (Information concerning program objectives, personnel, budget, contribution to teacher education, and evaluation methods and results is included.) (Author/RC)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED117101

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN R
DUCED EXACTLY AS RECEIVED
THE PERSON OR ORGANIZATION O
ATING IT. POINTS OF VIEW OR OPI
STATED DO NOT NECESSARILY RE
SENT OFFICIAL NATIONAL INSTITU
EDUCATION POSITION OR POLICY

APPLICATION FOR 1976 AACTE DISTINGUISHED ACHIEVEMENT AWARD

Curtis Van Alfen, Dean, College of Education, B.Y.U.
AACTE Chief Institutional Representative

Ivan Muse, Professor of Education
Director of Utah Rural Teacher Teacher Training Program

Section I -- Summary

Since 1972 Brigham Young University has been engaged in a program to recruit and train teachers to function successfully in rural school settings. Rural schools are plagued with poor quality of instruction and difficulty in hiring and/or retaining "good" teachers.

To overcome this serious problem an educational consortium, composed of educators representative of county school districts, the university, regional service center, and the Utah State Educational Agency, was formed to initiate and operate a teacher training program for rural schools. A field based competencies centered approach to training was adopted with training manuals developed to aid the trainees who participated in the program.

Two rural training centers are in operation, both over 100 miles from the university campus. Student teachers may complete the majority of their professional coursework on-site as they spend from eight to sixteen weeks in the selected rural area.

Each training location has a program center where trainees may achieve rural performance based objectives, attend seminars, and gather for social occasions. Cooperating teachers are

SP009 802

trained by the university and help students complete classroom centered objectives. A center director, employed by the consortium, is responsible for housing the trainees, scheduling of seminars, supervision and evaluation of training objectives completed by the students. University supervisors visit trainees on a scheduled basis.

Funding for the program has totaled more than $100,000 from Title III ESEA and substantial additional support has come from university and school districts. An evaluation of the program by an external agency indicates that more than 90% of the trainees who have completed the program express a desire to receive employment in rural schools. The majority of the students now in teaching are doing so in rural settings.

Section II -- Comprehensive Explanation of the Rural Program

Introduction

One of the persistent problems associated with rural schools is that of poor quality of instruction and difficulty in hiring and/or retaining "good" teachers. It has been observed for a number of years that the teacher turnover rate in rural schools is substantially more than is found in schools in urban areas.

A large number of teacher training institutions in the country are situated in urban centers. The prospective teachers graduating from these institutions emerge chiefly oriented to life and teaching in the urban setting. As a result, many new teachers who might be interested in teaching in rural schools as a first choice lack understanding of the rural community and lack the experience base from professional training in which to determine ability in rural school teaching.

Description and Development of the Program

In recognition of the need for better teachers in rural schools a rural teacher training program was initiated by Brigham Young University and rural schools in Utah to develop a field oriented and competency based rural teacher training program. A consortium of educators representative of ten county school districts, the university, the Utah State Educational Agency, and the Northeastern Area Educational Service Center was established in 1972 to initiate and share cooperatively the responsibility for the orientation and training of teachers for rural communities.

The program has operated as serving both goal and process ends. In other words, the program produces teachers trained for rural situations and also provides experience in the process of university and school district cooperative training efforts. It has continued to be the feeling of the consortium that teacher training ought to be a joint venture and less of an exclusively university-oriented program.

Two training centers are in operation at the present. These centers located over 100 miles from the university campus are considered practically self-contained in that all of the substantive instructional material is written in an instructional design format, viz., individualized units consisting of objectives, learning activities, and evaluation procedures.

Certificated teachers in training center areas are appointed as directors of the centers and exportable, performance based instructional materials have been developed for secondary and elementary teacher trainees. The trainees, who must live in the area in which they are placed to student teach, are

assigned a cooperating teacher who has been trained (special workshop) for the purpose of preparing him/her for the project experience. The real life school settings in which the prospective teachers work plus the performance-oriented learning materials make the training effort less verbal and more experiental-oriented.

In one of the training centers an especially designed mobile trailer is used as the central meeting location. In the other center a room has been set aside in the school district building. Within these facilities are: classroom space, an office for the center director, Instructional Materials Center, an audio/video/other media learning center.

Students use the centers to complete course objectives, plan teaching units, attend seminars, and confer with university supervisors, the center director, and others.

Objectives

The program provides the necessary services for university students who are desirous of certifying to teach at either the elementary or secondary level. The general goals are:

1. At least 80% of the student teachers will demonstrate competency among the teacher instructional skills relating to rural teaching.

2. At the end of the training period, at least 80% of the student teachers will report in writing and/or orally a preference toward teaching in a rural school setting.

3. By the end of the training period, at least 80% of the student teachers will be able to identify at least five unique community characteristics in the area in which they live and teach and describe at least two ways in which they have utilized this knowledge in their school assignment.

4. During the training period, 80% of all cooperating teachers and administrators in the training area will indicate advantages of the program in terms of: personnel employment opportunities, assistance with pupils in the classroom, and personal growth (teachers).

Personnel Involved

A number of individuals have found extensive involvement in the program during the past four years.

. over 30 persons from the university and school districts have contributed to the preparation and revisions of the student teaching manuals.

. 13 elementary and 13 secondary schools have had trainees; thus, 26 principals plus other staff members have worked with the project directly; 80 cooperating teachers from the rural schools have participated.

. teachers and/or administrators from the rural school districts have served as center directors.

. the consortium composed of 7 persons meet frequently to plan program directions.

. from the university 27 faculty have been involved.

. 90 elementary and 75 secondary trainees will have progressed through the program by the end of Winter 1976.

Budget

The program has been funded by Title III ESEA monies ($106,000) granted through the Utah State Board of Education, over a four year period beginning August 1972. In addition the university has contributed funds for released time of the program director, transportation, typing, printing, etc. The local school districts have provided supervisory personnel,

facilities, utilities, etc. When funding ceases the project will be supported by the university and rural school districts.

Contribution to the Improvement of Teacher Education

Specifically the program has accomplished:

. a collaborative teacher training model wherein the responsibility for designing, implementing, and evaluating pre-service teacher training is shared by involved educational groups.

. developed necessary strategies for teaching and living in rural communities.

. developed a cadre of trained rural teacher prospects.

. brought together pre-service and inservice teacher so that both might profit from the training program.

. disseminated information concerning the project's findings.

Evaluation Methods and Results

An extensive formal evaluation of the program completed last spring by investigators from another university revealed:

. the successful achievement of the majority of rural teacher training program objectives.

. more than 90% of the participants in Spring semester (when study was conducted) showed a preference to teaching and living in a rural area; most are taking rural school jobs.

. the consensus view of rural administrators and teachers in the participating schools was remarkably in favor of the program with many specific advantages listed.

. the trend is for the participating districts to hire students who served as rural teacher trainees whenever an opening occurs.